

Prioritization of Basic Education and Attainment of Sustainable Development Goal 4 in Bwari Area Council, Abuja, Nigeria

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Abstract

This study assessed the prioritization of basic education and attainment of Sustainable Development Goal 4 in Bwari Area Council, Abuja, Nigeria. The mixed method research is adopted for the study. Personal observations and interactions with teachers as well as parents on the state of basic education in the area council were utilized. The study also used secondary data to source/collect basic information relating to the objectives of the research. Content analysis and thematic discussions on the specific research objectives were adopted for the data analysis. The study found that Bwari Area Council has not significantly prioritized basic education in budgetary funding, teachers' welfare and provision of necessary school infrastructure to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. It is therefore recommended that the council administration should increase the share of its budgetary allocation to education, prioritize teachers' welfare by regular payment of approved minimum wage, prioritize provision of school infrastructures especially in rural communities.

Keywords: *Prioritization, basic education, SDG 4, education funding, school infrastructure, teachers' welfare*

INTRODUCTION

Education has remained a potent tool for empowering individuals and societies. Whether an individual would achieve his full potentials depends on the kind of education he is exposed to, both formal and informal. Hence, the development of every state, is dependent on the education of her citizens as abundant population without good basic education is a time bomb.

Consequently, international communities, national governments and organized private sector players have continued to lay emphasis on the need to provide quality, accessible, equitable and inclusive basic education for people. On the international scene, the United Nations through its various agencies has promoted quality education to a fundamental right enshrined in various international agreements, such as the United Nations Convention on the Rights of the Child (CRC) supported by United Nations Children Funds (UNICEF), United Nations Educational, Scientific and Cultural Organisation (UNESCO) and Millennium Development Goals/Sustainable Development Goals (MDG/SDGs). According to UNICEF and UNESCO, every country is advised to prioritize basic education. This is demonstrated by recommending that a minimum of 15%-26% of annual budget and 4%-6% of proportion of Gross Domestic Product (GDP) be spent on education (United Nations, 2017).

As members of those international organisations, countries both developed and underdeveloped try to as much as possible key into the prioritization of basic education. In the United States of America, though short of the UNESCO 15% international standard, it spends about 12.7% of its annual budget on education. It further spends average of \$19,973 per pupil and is second highest among the 40 other developed nations in the Organisation for Economic Cooperation and Development (OECD)

(Hanson, 2024). Similarly, France maintains a ratio of 14 students per staff member in general upper secondary school programme, which is the OECD average and 8 students for every teaching staff member in vocational upper secondary programme (EAG, 2023). This is to ensure adequate attention is given to every child/learner and lessen the stress of the teacher/staff for optimal outcomes.

In sub-Saharan Africa, Ghana spent 17.9% of its 2019 budget on education but dropped to 10.9% in 2023. In 2020, her GDP proportion to education was 4.3% and 3.1% in 2023 compared to the UNESCO's at least 4%-6% (Education Budget Brief, 2023). South Africa on her part in 2022 spent 19.75% of her budget on education (<https://macrotrends.net/ZAF>). The experience in Ghana and South Africa though still short of the international standards in many aspects, are not very bad.

In Nigeria, efforts have equally been made in prioritizing basic education at the three levels of government. The government at the federal level enacted the Nigerian Education Policy in 2004 (as amended) in 2013. It improved and adopted the 1979's 6-3-3-4 educational structure of six years before primary one, three years in junior secondary, three years in senior secondary and four years in universities among other regulations. The present administration has moved to introduce what it called the 12-4 system, where there will be unbroken studies till at least twelve years in basic education and four years for tertiary education. The idea according to government is to reduce dropouts or out-of-school in basic classes witnessed over the years under the 6-3-3-4 system (FGN, 2022).

In addition, the 1999 Constitution of the Federal Republic of Nigeria mandates the government to strive, as and when practicable, to provide free education, compulsory and universal primary education, free secondary education, free university education, and a free adult literacy programme. Furthermore, the federal government among others established and funds the Universal Basic Education Commission (UBEC), National Commission for Colleges of Education and launched the National Home-Grown School Feeding Programme. It also made provision of education a concurrent function for all levels of government to participate and deregulated it to include the private sector participation. A block grant of not less than 2% of Consolidated Revenue Fund is approved for education as well.

However, the percentage of annual budget earmarked for education remains poor. In 2022, it was 7% and of the 2023 budget amounting to N20.5 trillion, 8.8% was assigned to education. In 2024, of the 27.5 trillion Naira budget, 2.18 trillion (7.9%) was budgeted for education (Budget Office, 2024). For period 2018-2022, the sum of N577.749 billion was budgeted for universal basic education program but was not being accessed reasonably by the state governments. Hence, Peter Obi, Labour Party Presidential Candidate in the 2023 General Elections on his X (formerly Twitter) 20/8/24, observed that a total capital expenditure for the entire education sector including the Universal Basic Education Commission (UBEC) in 2024 is N330.3 billion. According to him, for a country with about 81,520 schools at the primary level and 23,550 schools at secondary level, such an amount is visibly poor.

Furthermore, a Dataphyte Report (2023) revealed that Nigerian states failed to access up to N48 billion in UBEC grants in seventeen years and the state universal basic education board budgets were low. School to student ratio is also problematic. Analysis of the most recent education statistics released shows that there are 466 students on the average at each Junior Secondary school in the country and an average 359 students at each primary school in the country. There are also 39 students to one teacher at Junior Secondary schools and 41 students to one teacher at the primary school level (Omisakin, 2024).

In the Federal Capital Territory, Abuja, the quality of basic education especially in the rural communities is poor. Rural schools suffer infrastructural decays in the areas of obsolete chairs and desks, collapsing and licking roofs, unfenced compound to mention a few. The teacher-students' ratio is equally worrisome. Available teachers are overstretched and students/pupils' population is far beyond the carrying capacities of their available facilities like classrooms, toilets, water supply etc.

Despite the state of FCT schools, FCT is one of the states in the country who have not been able to tap into the opportunities in Universal Basic Education grants to promote the quality of her basic education. In the Bwari Area Council of the FCT, it is the same story. Local Education Authority (LEA) schools are overcrowded and lacking in basic school infrastructure (Adeniyi, 2015). Between 2023 and 2024, primary schools in the council began each term with strikes and end same way. This prevailing decimal affects pupils' enrollment as parents and pupils' loss interest in education, especially as most of them cannot afford private schools.

Notwithstanding the place of quality basic education in community development as enunciated SDG 4, Bwari Area Councils' annual budget for primary education remains poor. It is far below the UNESCO benchmark. Between 2021 and 2024, despite increase in budget in the area council, the votes for education can hardly do much in the face of compelling needs. In the 2024 budget of the Bwari Area Council, of the N22billion for the year, education got N1.3billion trailing behind Works and Housing as well as Health with N8.8 billion and N2.1billion respectively. In 2023 budget, it was the same. Out of the N13,424,560,984 budget, only N668million was reserved for Education (Tortiv, 2023).

This study examined the prioritization of basic education and attainment of SDG 4 in Bwari Area Council of the FCT. Other specific objectives were to:

1. Assess how the prioritization of funding of basic education in Bwari Area Council affected attainment of SDG 4.
2. Explore how the Bwari Area Council has prioritized teachers' welfare for attainment of SDG 4.
3. Find out how the Area Council administration has prioritized provision of school infrastructure for attainment of SDG 4.

2. METHODOLOGY

The mixed method research is adopted for the study. Personal observations and interactions with teachers as well as parents on the state of basic education in the area council were utilized. The study also used secondary data to source/collection of basic information relating to the objectives of the research. Content analysis and thematic discussions on the specific research objectives were adopted for the data analysis.

3. CONCEPTUALIZATION OF KEY TERMS

Prioritization

Prioritization is to prioritize. This entails placing value on something. It is to consider as very important over other needs. Oxford Advanced Learners' Dictionary (2020) defined it as "the act of putting tasks, problems, etc. in order of importance, so that you can deal with the most important first". It also involves the process of arranging tasks in their order of importance and working through them logically, one at a time, to accomplish a goal.

Prioritization is key in modern governance and administration in the sense that government needs like those of individuals are usually more than the resources to handle them. Wants for individuals and governments have always been unlimited/insatiable while the means of satisfying them are limited (Bianchi, 2002). In the midst of dwindling revenue of local governments, the need to critically look at the pressing needs of the people in providing services is imperative. This is more so as resources used for one cannot be replicated for others.

In prioritizing of resource use in local governments, the authorities consider the cost and benefits of the expenditure choices. It is what the government prioritizes, it votes money for, release money timely and supervise regularly to ensure true implementation. The number of people that would be affected positively tops priority in chooses projects in civilized societies. Quality basic education holds the key for eradicating ignorance, illiteracy, insecurity as well as empowerment for job opportunities and production of civilized populace. The question is, to what extent has the Bwari Area Council prioritize basic education in utilizing its available resources?

Basic Education

Basic education refers to fundamental formal skills and knowledge that every child requires to acquire to live usefully in modern societies. It entails basic literacy and numeracy skills. According to the International Standard Classification of Education (ISCED), basic education comprises the two stages primary education and lower secondary education (UNESCO, 2023). It also covers a wide variety of non-formal and informal public and private activities intended to meet the basic learning needs of people of all ages (https://eastercollege.ph/public/programs/basic_ed.).

In Nigeria, the basic education involves 6 years of Primary School education and 3 years of Junior Secondary School education, culminating in 9 years of uninterrupted schooling, and transition from one class to another is automatic but determined through continuous assessment. This scheme is monitored by the Universal Basic Education Commission, UBEC, and has made it "free", "compulsory" and a "right" of every child (Umoh, & Basse, (2015). This level of education develops capacity in children to be useful in their future career paths. It affords children the opportunity to learn how to read, write and acquire skills for survival.

According to the United Nations' Sustainable Development Goal 4, basic education ensures inclusive and equitable quality education and promote lifelong learning opportunities for all. It supports the reduction of disparities and inequities in education, both in terms of access and quality. Hence, right to quality basic education for all child is now a universal right. High population of uneducated or poorly educated children is time-bomb. It limits the child's potentials, promotes crimes and jeopardizes peaceful co-existence. What opportunities do SDG 4 has for quality basic education?

Sustainable Development Goal 4

Sustainable Development Goal 4 (SDG 4 or Global Goal 4) is about quality education and is among the 17 Sustainable Development Goals established by the United Nations in September 2015. The full title of SDG 4 is "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (International Day of Education, 2022. <https://universalpvac.wixsite.com/upvac1/post/international-day-of-education-2022>)

SDG 4 has 10 targets which are measured by 11 indicators. The seven outcome targets are: free primary and secondary education; equal access to quality pre-primary education; affordable technical, vocational and higher education; increased number of people with relevant skills for financial success; elimination of all discrimination in education; universal literacy and numeracy;

and education for sustainable development and global citizenship (Sustainable Development Goal 4 (Wikipedia. https://en.wikipedia.org/wiki/Sustainable_Development_Goal_4).

The three means of implementation target are: build and upgrade inclusive and safe schools; expand higher education scholarships for developing countries; and increase the supply of qualified teachers in developing countries (Mamoon, 2020).

SDG 4 aims to provide children and young people with quality and easy access to education plus other learning opportunities. One of its targets is to achieve universal literacy and numeracy. A major component in acquiring knowledge and valuable skills in the learning environment. Hence, the urgent need to build more educational facilities and also upgrade the present ones to provide safe, inclusive, and effective learning environments for all (Sustainable Development Goal 4 - Wikipedia. https://en.wikipedia.org/wiki/Sustainable_Development_Goal_4)

Funding

Funding is seen as fund or money as well as process of providing fund. It refers to money provided, especially by an organization or government, for a particular purpose. Funding is the act of providing resources to finance a need, program, or project. While this is usually in the form of money, it can also take the form of effort or time from an organization or company (Kaschny, 2018; http://www.theinfolist.com/php/SummaryGet.php?FindGo=Bond_exchange_offer).

In the context of this study, without funding/fund, the entire SDGs and Goal 4 in particular with its targets and outcomes would end theoretical giants. Providing funds in critical infrastructures and sectors of education is key in realizing the quality basic education objectives of the SDG. Funding in government sector involves release of money, allocation of resources to particular needs or interests. It reflects the priority of the government.

Government at times draws lofty projects for some populist goals but stifled it with poor funding. In most cases, provisions are made in the budget for projects implement but funding is much more than budgetary provisions (Onah, 2012). It extends more to releases of approved funds. Funding of government concerns are fraught with politics at various stages.

However, funding of government budgets or projects depends on available revenue/funds. Local government revenues accrue from federal allocations, grants from federal and state governments, loans from commercial banks as well as other internal sources (FGN, 1999). In this era of insecurity, fluctuating oil quotas and prices, fiscal indiscipline, state-local government account system among others, most local government find it difficult to fund their project needs. The limitation of funds has made prioritization absolutely necessary in government finance.

School infrastructure

Infrastructure generally refers to facilities provided to make life and living easy, comfortable and meaningful. School infrastructure which can as well be seen as educational infrastructure connotes facilities provided by the government or partners in the education sector to improve quality of knowledge imparted. It ranges from physical infrastructure to human infrastructure (Yangambi, 2023).

The physical school infrastructure entails classrooms, boards, textbooks, playgrounds, game facilities, school fence, office buildings, desks, toilets, water etc. The adequacy of these facilities would no doubt propel quality teaching, research and learning. The human or non-physical school infrastructure are less visible, measurable but are critical in promoting quality in basic education

delivery. These include quantity and quality of staff, especially teaching staff; information communication and technology, security, staff welfare etc. These two faces of school infrastructure are indispensable in providing education that satisfies the needs of the present without compromising those of the future generations.

According to a study conducted by the University of Nairobi, improved academic achievement was associated with more adequate classroom sizes, improved locker spaces, proper stocking of libraries, adequate science laboratories, adequate computer laboratories, adequacy of sanitation facilities, adequate water supply, adequate toilet facilities, improved participation in co-curricular activities and adequacy of co-curricular facilities. Another study conducted by Barrett et al. (2019) found that high-quality infrastructure facilitates better instruction, improves student outcomes, and reduces dropout rates. The report also highlights the importance of safe and healthy school buildings, optimal size of schools, and learning spaces and educational technology.

Himani and Minati (2019) depicted that infrastructure has a big impact on how many students enroll in elementary school. Over time, there is an increase in enrollment. The accessibility of basic amenities is enticing kids, particularly girls, to attend school. Additionally, it has been noted that with time, the infrastructure in developing countries like India.

Teachers’ welfare

By staff welfare, it means happiness of the persons working in schools either teaching or non-teaching. Their happiness extends to job satisfaction influenced by fairness of workloads, salaries and benefits, training and development opportunities, fairness in promotions and posting to mention by a few. It is also important to include effective and fair conflict resolution as a proxy of teachers’ welfare. This is because the perception of fairness in handling ones’ career issues motivates strongly and vis-visa.

4. FINDINGS AND DISCUSSION

Funding of basic education in Bwari Area Council and attainment of SDG 4

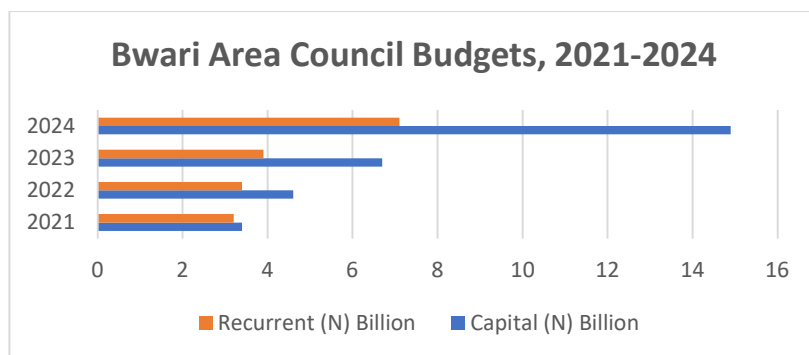
SDG 4 is said to be attained or being attained when education is made accessible, quality, equitable and inclusive for all. To achieve these objectives, funding is basic. So, in prioritization of basic education increased funding for the sector remains imperative. Government funding of any project is covered in its budget and whatever is prioritized by government is indicated by the votes assigned to it in the budget.

Below is a table showing the summary of Budget estimates of the Bwari Area Council for period, 2021 to 2024. It is broadly categorized into capital and recurrent expenditures. The capital expenditure refers to votes dedicated to projects for developments including roads, education, health and agriculture. It usually takes larger chunk of the entire budget. The recurrent budget contains votes for administrative costs of running the government such as salaries, office stationaries, travel expenses and other day to day costs.

Table 1: Bwari Area Council Budgets, 2021-2024

S/N	Year	Capital (N) Billion	(%)	Recurrent (N) Billion	(%)	Total (N) Billion
1	2021	3.4	51.5	3.2	48.5	6.6
2	2022	4.6	57.5	3.4	42.5	8.0
3	2023	6.7	63.2	3.9	36.8	10.6
4	2024	14.9	67.73	7.1	32.27	22.0
	Total	29.6	62.7	17.6	36.4	47.2

Source: As compiled by the authors, 2025



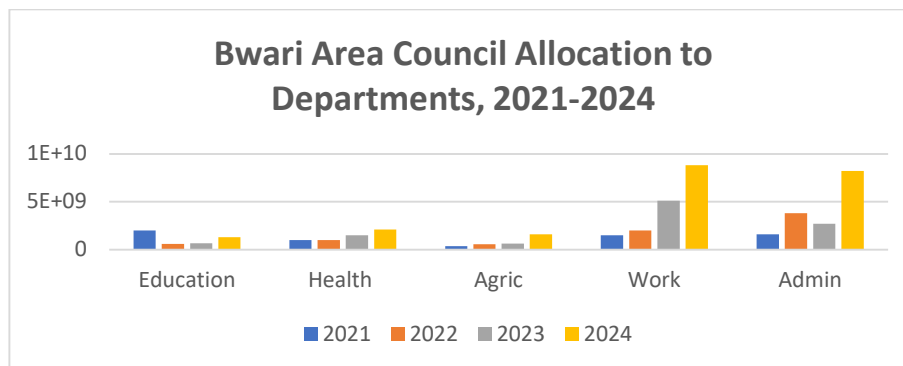
Of the N47.2billion budgets of 2021-2024, a total of 29.6 (62.7%) went to capital expenditures and 17.6 (36.4%) went into recurrent expenditures. With recurrent budget amounting to 36.4% of the budget is not quite impressive for development. It implies high cost of governance even at the lower level of government. This is because it is the capital expenditure of government that brings about real development (Onah, 2012). Such high votes for recurrent expenditures might not reserve sufficient fund for critical areas for the attainment of accessible, quality, equitable, inclusive and lifelong education for all in the area council.

Discussions with top staff of Bwari Local Education Authority at their Secretariat, revealed that the area council is entitled to payment of LEA staff salaries and welfare. The UBEC is responsible for infrastructure in LEA schools. The officials maintained that apart from payment of salaries and other staff welfare, the area council only gives supports. The revelation could explain relatively low attention paid to funding of basic education in Bwari Area Council. Below are budget estimates for all departments of the council between 2021 and 2024.

Table 2: Bwari Area Council Allocation to Departments, 2021-2024

S/N	YEAR	2021 N	%	2022 N	%	2023 N	%	2024 N	%	Total
1	Education and Social Development	2b	30.3	590m	7.4	668m	6.3	1.3b	6.0	4.6b
2	Works and Housing	1.5b	22.7	2b	25.0	5.1b	48.1	8.8b	40.0	17.4b
3	Health and Human Services	1b	15.2	1b	12.5	1.5b	14.2	2.1b	9.5	5.6b
4	Agriculture and Natural Resources	351m	5.3	568m	7.1	612m	5.8	1.6b	7.3	3.1
5	Administration	1.6b	24.2	3.8b	47.5	2.7b	25.3	8.2b	37.3	16.3
	Total	6.6billion	100	8billion		10.6billion	100	22.0billion	100	47.2

Source: As compiled by the authors, 2025



The data presented above, in four years 2021-2024, the Bwari Area Council budgeted 47.2 billion for its programmes and projects across the five departments. Of the sum, Education got a total of 4.6 billion (9.7%), Works and Housing 17.4 billion (36.9%), Health 5.6 billion (11.9%), Agriculture 6.6%) and Administration 16.3 billion (34.5%). A further study of the data suggests that human capital development is not prioritized in the Bwari Area Council budget. Education, health and Agriculture (food) are neglected.

Furthermore, in all the years' education budget allocation, it was only in 2021 that 30% of the budget went to education in the council. This is highly commendable as it exceeded the UNESCO's 26% threshold. That showed a proper prioritization because what you prioritize, you sacrifice for. Hence, impressive achievements were said to be recorded in basic education during the period as never before afterwards. Interventions in building and renovation of classroom blocks, provision of instructional materials, employment of more teachers, harmonious industrial relationship and better academic outcomes in internal and external examinations were recorded in the council's schools. Above all, the gestures improved access, quality and inclusiveness in the basic education within the period in the council.

However, the table indicates that Bwari Area Council has not significantly prioritized basic education in the 2022, 2023 and 2024 annual budgets. Even though the officials of the Bwari Local Education Authority claimed that the area council's responsibility in basic education ends at salary and welfare with supportive intervention in infrastructure, 7.4% (2022), 6.3% (2023) and 6% (2024) are obviously very inadequate to discharge those responsibilities. This is more so when one considers the fact that in Bwari Area Council, there were over 4,000 teachers in 2021-2022 and about 3,750 teachers in 2024, excluding LEA Secretariat staff in its 104 primary schools (Names of the Head teachers and their phone numbers as at November, 2024). This poor prioritization explained the situation where the primary schools in the area council began and ended all the three terms in 2024 session with strike actions with its negative effects on the school children, parents, teachers and entire society. This negates the SDG 4 of ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all (Sheehy, & Rofiah, 2021).

Hence, in the area council, enrolment in public schools dropped as parents transfer their kids to private schools, mostly with inexperienced and unqualified staff, high tuition fees and unacademic environment in the urban communities. In the rural communities, out-of-school children population expanded. During strikes, parents took their children to farms, some (girls) married off despite their tender age, others lured into criminal behaviors as idle minds remain the devils' workshops.

Teachers' welfare and attainment of SDG 4 in Bwari Area Council

From personal observations and Focus Group Discussion (FGD) with teachers as well as select officials of Bwari Local Education Secretariat, the welfare of primary school teachers and other personnel are not prioritized by the Bwari Area Council to great extent. The FGD revealed that the teachers' welfare constitutes a major obligation of the area council. In reaction to the question of whose responsibility is the payment of salaries and welfare of primary schools in the area council?

"This is the core areas of responsibilities of the area council. UBEC takes responsibilities for basic infrastructure but salaries and welfare, it is the area council".

In reaction to questions on some basic welfare as leave allowance payment, staff training (seminars and conferences), minimum wage payment, provision and availability of instructional materials and basic office facilities, it was that the situation is generally bad. On leave allowance payment, the

teachers and LEA Secretariat officials were divided. While most teachers interviewed were of the opinion that leave allowances are owed them in 2-3 years arrears, the Head, Primary School Supervision (PSS) maintained that it is built into their salaries. This misunderstanding is a critical issue as teachers' leave allowances is not healthy for the realization of the SDG 4, especially on the motivation of teachers for optimum performance. It shows also poor communication between the office staff and teachers in the field. But even it is built into the staff salaries, since academic activities in Bwari primary schools usually distorted with strikes over poor salaries, the amount paid could also be miserable.

On staff training and development, it was reported that most training workshops are organized by UBEC. Where such is held, the participating staff are paid stipends for transport fees and feeding provided for attendees according to Education Secretary (E.S) and the HoD, Administration of the Bwari LEA Secretariat. However, personal interactions with some head teachers and other teachers in the field did support such claims from the E.S and Admin. They maintained that such workshops are conducted but not regularly or termly and came mostly with allowances not paid. The contradiction suggests that either the "big men" in the LEA Secretariat are economic with the reality for their positions or the stipends released for such trainings do not reach the targets.

Another aspect of welfare that was assessed is the minimum wage payment. There was agreement that Bwari Area Council delayed the implementation of minimum wage increases. Our observation revealed that it took several strikes before the N30,000 minimum wage approved in 2019 was implemented in the area council. The Secretary to the E.S pointed out that it took the intervention of the present FCT Minister to resolve the crises. There were also allegations of illegal recruitment (employment racketeering) by the LEA officials at some point without due approval of the Executive Chairman. Hence, the council refused to recognize such "staff". From the Bwari Area Council Secretariat, we observed that the council authorities usually complain of inadequate fund to pay minimum wage increases and other welfare packages to her staff. This is usually occasioned by over-reliance on federal allocation without serious efforts at developing its internally-generated revenue opportunities.

Finally, we observed that area council supported in provision of instructional materials and some other basic office facilities to primary schools. However, it was alleged that these were done mostly during council elections mainly to secure electoral supports. The facilities provided are also more visible in urban schools than rural schools. Of the seven (7) education zones of Bwari Area Council (Shere, Kawu, Dutse, Mpape, Kubwa, Bwari and Dei Dei), Bwari, Dei Dei, Dutse, Kubwa zones benefit more because of their urban status compared to Kawu, Shere zones.

5. Bwari Area Council administration and provision of school infrastructure for attainment of SDG 4.

School infrastructure which ranges from classrooms, desks, offices, perimeter fence, electricity, toilet facilities, water supply, reading/instructional materials, libraries to electronic security surveillances. To achieve the SDG 4 mission of "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all", school infrastructure is needed. They are needed to attract, sustain and retain the pupils/students and teachers in schools.

However, these infrastructures require a lot of money to put in place and maintain. But like the funding and teachers' welfare discussed before, the provision of basic education infrastructure is not significantly prioritized in Bwari Area Council. The N4.6 billion (9.7%) the council budgeted for this critical sector is grossly inadequate for such infrastructure for four years.

Even when UBEC is nationally working to improve school infrastructure in basic schools, the local governments need not relinquish from their constitutional duty of driving development in their communities. From observations, most infrastructures sighted in most schools are provided by UBEC. It is also noted that most of these projects are sited in urban and semi-urban communities. hence, in Bwari Area Council, schools in Kawu and Shere educational zones endure lack of school fences, sources of power for staff use during school hours, toilets, conducive environment for teaching and learning.

However, in most schools visited in Bwari town and environs, Kubwa, Dutse and Dei Dei zones, most of these essential infrastructures are in place and functioning but are provided by the area council.

5. CONCLUSION

The Sustainable Development Goal 4 to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030 is not achievable in most Bwari Area Council schools if the council continues to un-prioritize basic education in budgetary funding, teachers' welfare and abdicate provision of basic school infrastructure to a national body-UBEC.

6. RECOMMENDATIONS

The following suggestions are put forth to help Bwari Area Council to contribute significantly in achieving SDG 4 in its communities:

1. The council administration should increase the share of its budgetary allocation to education
2. The council should prioritize teachers' welfare by regular payment of approved minimum wage
3. The council should prioritize provision of school infrastructures especially in rural communities.
4. The council should increase the size of its overall budget by aggressively pursuing internally-generated revenue

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